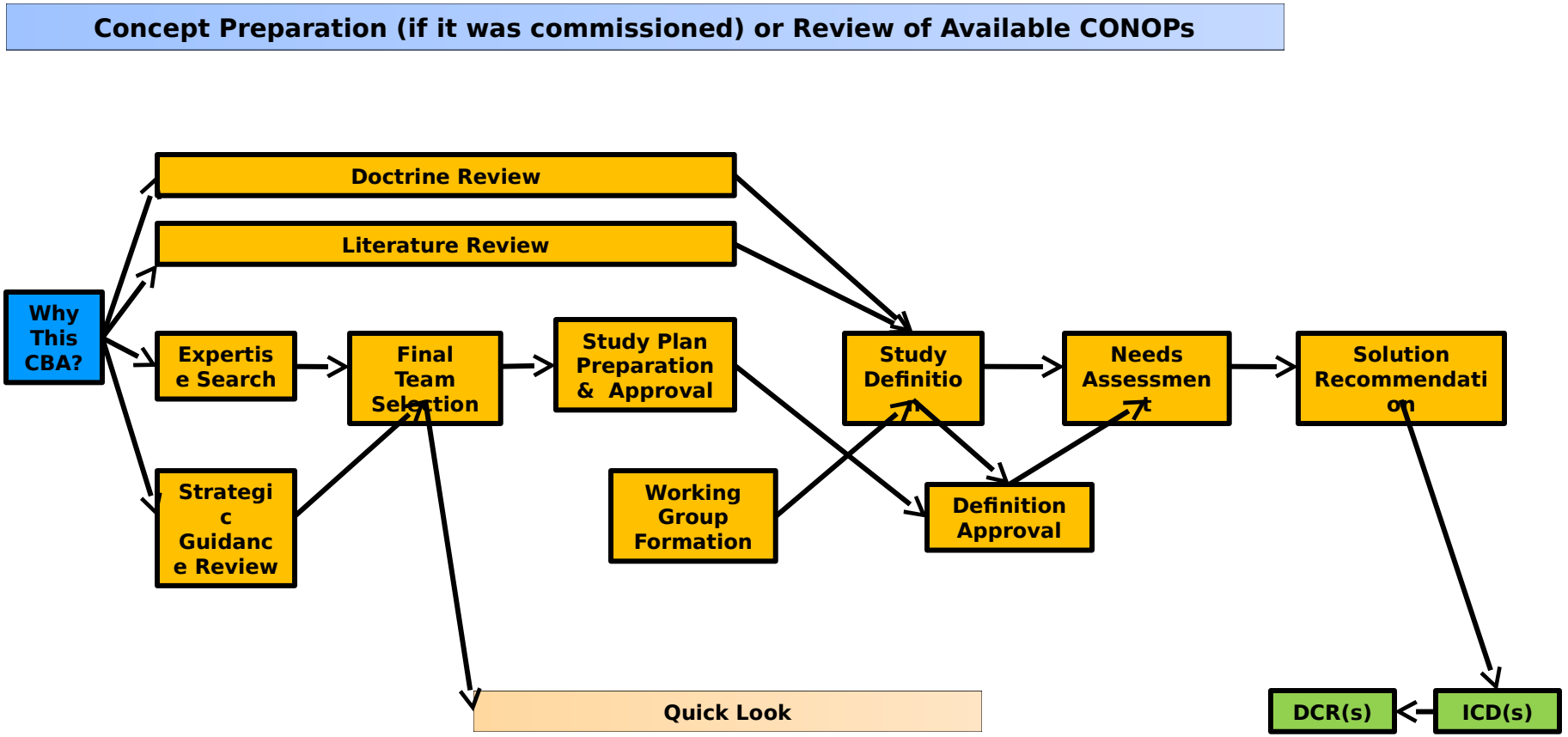
CLR 250, Lesson #2: CBA Pre-Planning Research – Learning Objectives

- Terminal Learning Objective (TLO)
  - By the conclusion of this lesson you will be able to discuss the preparatory steps necessary to conduct effective and efficient CBAs.
- Enabling Learning Objectives (ELOs)
  1. Explain the value of conducting CBAs.
  2. Identify the relevant strategic guidance to a CBA.
  3. Recognize sources of relevant analyses.

Why This Particular CBA?



Why This CBA?

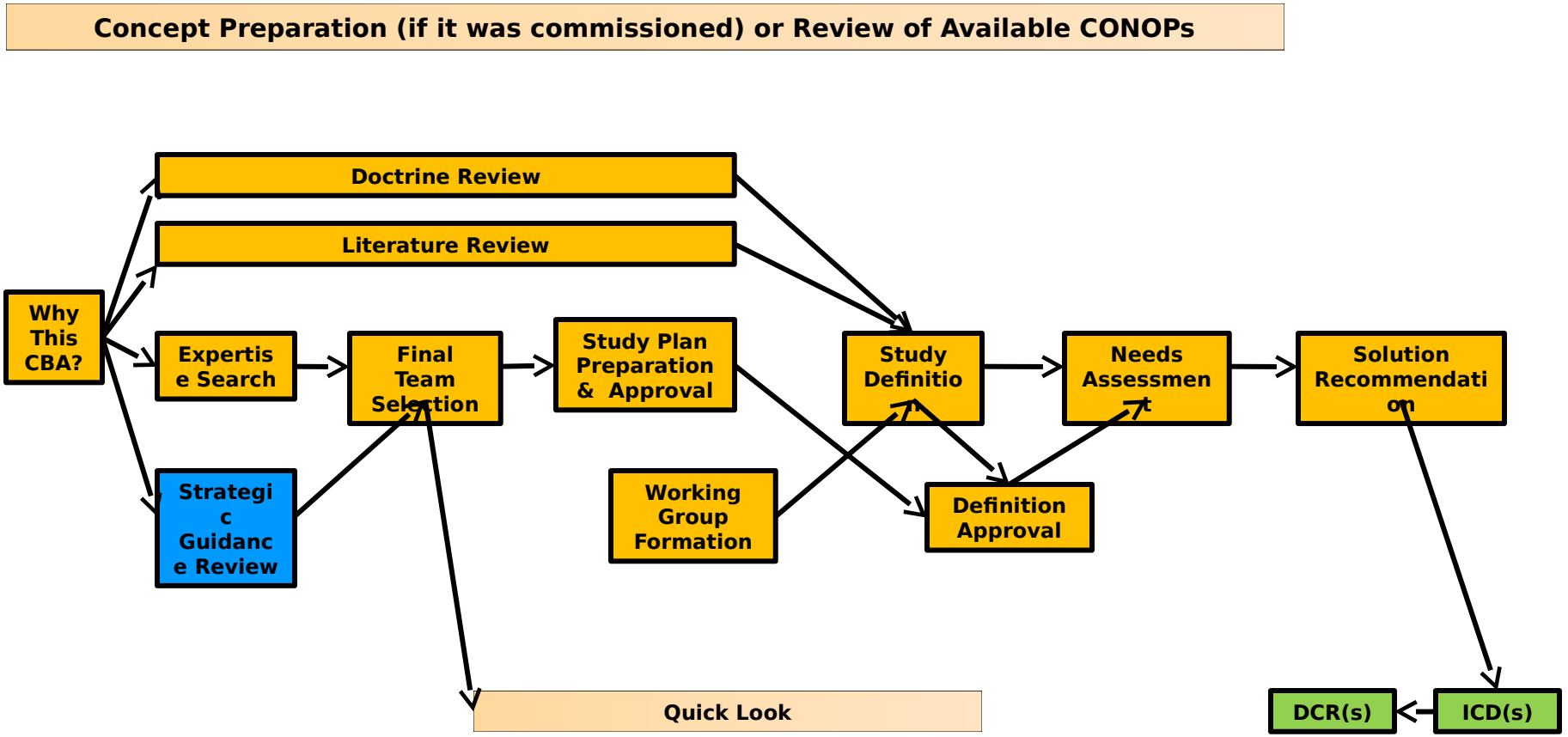
- Little to no formal description of what or why
  - See attached Space Radar CBA Memorandum
- Discover who wants the assessment
  - What are their expectations
  - Understand their motivations
  - Know why this particular topic prevailed
- Results can differ from what decision makers expected
- CBAs raise questions that challenge (& create resistance to)
  - Major programs
  - Major concepts
  - Core Service competencies
- Decision makers in the JROC and strategic environment may change during CBA phases
  - Must provide solid history to explain CBA reasons & taskings

Knowledge Review

- Please select correct answer.
  - What is a valid reason for knowing why this CBA was requested? Select all that apply.

a. Helps to anticipate any political or bureaucratic impediments
b. Little to no guidance or background information
c. Helps to understand the motivations of the sponsor
d. All of the above

CBA Strategic Guidance Review



CBA Strategic Guidance

- The strategic guidance documents mentioned in the JCIDS Manual that informs and guides the CBA Study Team include:
  - National Security Strategy (NSS)
  - National Defense Strategy (NDS)
  - National Military Strategy (NMS)
  - Quadrennial Defense Review (QDR)
  - Guidance on Employment of the Force (GEF)
  - Guidance on Development of the Force (GDF)
  - Joint Strategic Capabilities Plan (JSCP)
  - Unified Command Plan (UCP)
  - Joint Capability Areas (JCAs)

- Note: insert a tab for each document that corresponds with the audio described in the notes section as well as a link to the latest version of the actual document (understanding they are currently

CBA Strategic Guidance (continued)

- The family of Joint Operations Concepts (JOpsC) are informed by the Strategic Guidance. This family of documents include:
  - Capstone Concept for Joint Operations (CCJO)
  - Joint Operating Concepts (JOCs)
  - Joint Functional Concepts (JFCs)
  - Joint Integrating Concepts (JICs)
- Other sources of strategic guidance at your disposal (add links here…):
  - *"The Joint Operational Environment – The World Through 2020 and Beyond,"*
  - *"An Evolving Joint Perspective: Joint Warfare and Crisis Resolution (JWCR) in the 21st Century,"*
  - *"Mapping the Global Future: Report of the National Intelligence Council's 2020 Project"*
    - Note: insert a tab for each document that corresponds with the audio described in the notes section as well as a link to the

CBA Strategic Guidance (continued)

- What value does studying and incorporating these strategic guidance documents add?
  - To find an organizing framework
  - To identify overarching priorities
  - To set performance standards
  - To secure unchallengeable guidance
  - To avoid pre-determined outcomes

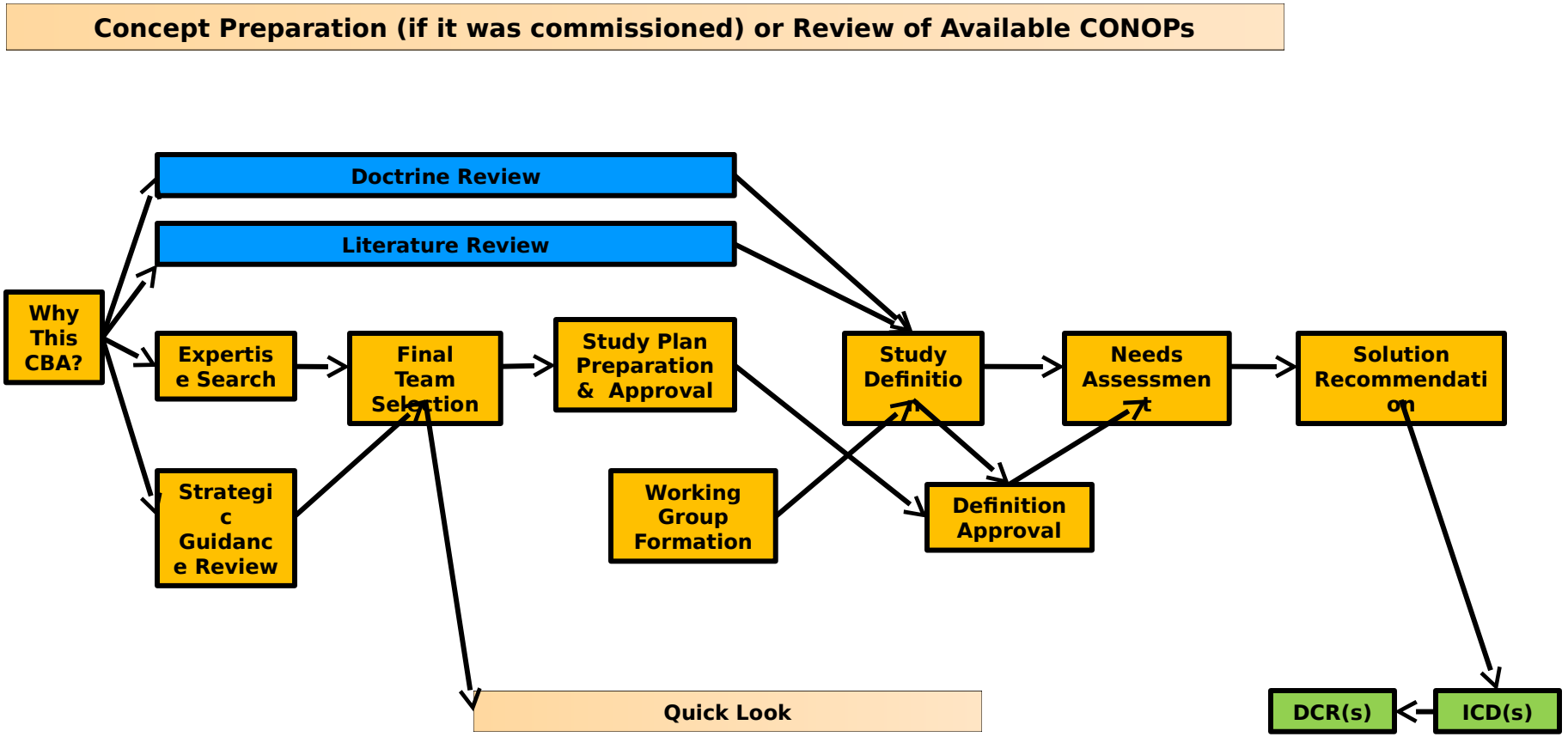
    - Note: insert a tab for each sub bullet that corresponds with the audio described in the notes section :

Knowledge Review

- Please select the correct answer.
  - What is not a valid reason for understanding strategic guidance documentation?

A. Helps to deal with the bureaucratic impediments
B. Sets a CBA timetable for completion
C. Sets CBA standards
D. Eases the pressures of skewing results toward organizational agendas

Doctrine and Literature Review



Doctrine & Literature Review: Sources of Relevant Analyses

- Defense Science Board Reports
- Combatant Commanders' Integrated Priority Lists (IPLs)
- Op-Ed Articles in the Defense Literature
  - Defense News
  - Armed Forces Journal
  - Foreign Affairs
  - Professional authors communicate arguments more effectively than DoD study reports
  - Authors may be good candidates for CBA Working Group Team, if not CBA Core Team
- Available joint doctrine of your CBA topic
  - Interview briefing authors when documentation is incomplete
  - Create and insert a tab for each paragraph below in the notes section:

Knowledge Review

- Please select the correct answer.
  - What document(s) do the Combatant Commanders use as their primary means to communicate their near-term operational needs and priorities to the planning and programming community?
    a. Joint Enabling Concepts
    b. Integrated Priority Lists
    c. Both a. and b. above
    d. Neither a. nor b. above

Who leads the typical CBA?

- Typical CBA:
  - led by an O-5, with
  - no previous large-scale study experience
  - first tour of joint, Service, or COCOM staff. Yet
  - is expected to perform a comprehensive analysis
  - of a broad mission or functional area,
  - provide defensible quantitative results
  - in an extremely contentious bureaucratic environment

- Obviously, the CBA leader needs to begin finding the right expertise…

Reflective Question

- You are a General/Flag Officer and want a capabilities gap addressed: identifying combatants in a crowd of non-combatants. If you were to task somebody with conducting a CBA on that gap, what expectations, motivations, and other information would you want your CBA leader to know beforehand? Why?

Reflective Question

- You've been selected to head up a CBA on non-lethal means to disperse hostile non-combatants. You've reviewed the applicable strategic guidance. What sources of information are available to you during your research? What problems might you face obtaining that information?

Lesson #2 Summary

- Insert link to PDF Lesson #2 Summary document here

Lesson #2 Test Questions – ELO #1

1. Why would you want a solid history record of your Capabilities-Based Assessment (CBA)?
   a. CBAs have often outlasted their sponsor
   b. Strategies evolve
   c. The JROC membership changes
   d. All of the above

2. CBAs raise questions that often challenge:
   a. Service competencies
   b. Existing programs
   c. Doctrinal concepts
   d. All of the above

Lesson #2 Test Questions – ELO #1

3. Neither internal nor external political considerations rarely impact the conduct of CBAs.
   a. True
   b. False

4. What is a reason to discover all you can about who wants the assessment?
   a. Learn the systems they intend to deploy
   b. Support their service competencies
   c. Understand their underlying motivations
   d. Know what solutions need to be backfilled

Lesson #2 Test Questions – ELO #2

1. Which of the following is mandated by public law?
   - **A. Quadrennial Defense Review (QDR)**
   - B. National Defense Strategy (NDS)
   - C. Guidance on Employment of the Force (GEF)
   - D. All of the above

2. Which is not a valid reason to refer to strategic guidance?
   - A. To identify overarching priorities.
   - **B. To set life-cycle cost parameters.**
   - C. To secure unchallengeable guidance.
   - D. To avoid pre-determined outcomes.

Lesson #2 Test Questions – ELO #2

3. Which of the following are strategic guidance documents applicable when conducting CBAs?
    a. **National Security Strategy**
    b. Service Concept of Operations
    c. Defense Support Guidance
    d. None of the above

4. Studying and incorporating strategic guidance documents help the CBA members to _____.
    a. Develop analytical priorities
    b. Secure and document solid guidance
    c. Build an overarching framework for the assessment
    d. All of the above

Lesson #2 Test Questions – ELO #3

1. Why are defense literature op-ed articles a good source of information?
    a. Communicates more effectively than typical DoD studies
    b. Indicates range of debate on the topic
    c. a. and b. above
    d. Neither a. nor b. above

2. To assess “where we are” during a CBA literature search, you should have a firm understanding of all the following but:
    a. Applicable IPLs
    b. Applicable Support Constraints
    c. Joint Doctrine
    d. Applicable DSB Reports

Lesson #2 Test Questions – ELO #3

3. IPLs are used by combatant commanders to:
    a. Identify near-term adversary capability gaps
    b. Identify near-term operational needs
    c. Identify long-term operational needs
    d. Identify immediate support needs

4. DSB Reports:
    a. Do not apply to CBA studies or recommendations
    b. Will have likely addressed portions of your topic
    c. Are meant as COCOM planning documents
    d. Result from only government laboratory work